

## Northside Middle

400 Glenwood Street  
Greenwood, SC 29649

<b>Grades</b>	6–8 Middle School	
<b>Enrollment</b>	831 Students	
<b>Principal</b>	Beth Pinson	864–941–5780
<b>Superintendent</b>	William P. Steed, Ed.D.	864–941–5400
<b>Board Chair</b>	Dru James	864–223–1878

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	17	24	2	0

### IMPROVEMENT RATING

### BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

### NO

This school met 21 out of 25 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Average	N/A
<b>2003</b>	Good	Below Average	No
<b>2004</b>	Good	Below Average	No
<b>2005</b>	Average	Below Average	No

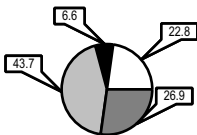
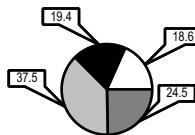
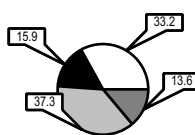
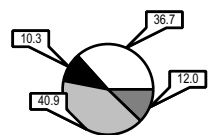
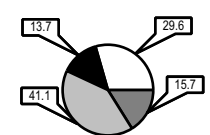
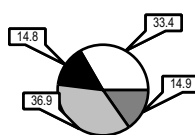
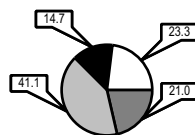
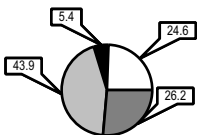
**DEFINITIONS OF SCHOOL RATING TERMS**





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	833	99.9	22.7	43.8	26.9	6.6	45.3	Yes	Yes
<b>Gender</b>									
Male	390	100.0	26.0	45.2	24.4	4.4	40.7		
Female	443	99.8	19.7	42.6	29.2	8.5	49.4		
<b>Racial/Ethnic Group</b>									
White	446	100.0	11.2	40.9	37.7	10.2	62.3	Yes	Yes
African American	316	100.0	34.5	49.6	14.1	1.8	23.9	Yes	Yes
Asian/Pacific Islander	21	100.0	45.0	25.0	20.0	10.0	45.0	I/S	I/S
Hispanic	50	98.0	52.6	42.1	5.3	0.0	13.2	I/S	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	731	99.9	17.8	44.5	30.1	7.5	50.6		
Disabled	102	100.0	57.4	38.3	4.3	0.0	7.4	No	Yes
<b>Migrant Status</b>									
Migrant	10	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	823	99.9	22.2	43.9	27.2	6.7	45.8		
<b>English Proficiency</b>									
Limited English Proficient	58	98.3	58.7	30.4	8.7	2.2	19.6	I/S	Yes
Non-Limited English Proficient	775	100.0	20.4	44.6	28.1	6.9	47.0		
<b>Socio-Economic Status</b>									
Subsidized meals	395	99.8	37.5	45.3	16.0	1.2	24.1	No	Yes
Full-pay meals	438	100.0	10.7	42.5	35.7	11.0	62.4		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	833	99.9	18.5	37.6	24.5	19.4	54.8	Yes	Yes
<b>Gender</b>									
Male	390	99.7	19.7	32.8	25.3	22.2	55.8		
Female	443	100.0	17.5	41.7	23.8	17.0	53.9		
<b>Racial/Ethnic Group</b>									
White	446	100.0	9.8	31.2	30.9	28.1	69.8	Yes	Yes
African American	316	99.7	28.6	49.1	15.2	7.1	32.5	Yes	Yes
Asian/Pacific Islander	21	100.0	5.0	30.0	30.0	35.0	80.0	I/S	I/S
Hispanic	50	100.0	48.7	28.2	17.9	5.1	38.5	I/S	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	731	100.0	13.4	37.3	27.2	22.1	60.8		
Disabled	102	99.0	55.9	39.8	4.3	0.0	10.8	No	Yes
<b>Migrant Status</b>									
Migrant	10	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	823	99.9	18.0	37.9	24.4	19.6	55.0		
<b>English Proficiency</b>									
Limited English Proficient	58	100.0	40.4	21.3	23.4	14.9	53.2	I/S	Yes
Non-Limited English Proficient	775	99.9	17.1	38.6	24.6	19.7	54.9		
<b>Socio-Economic Status</b>									
Subsidized meals	395	99.8	27.9	48.8	18.0	5.2	34.6	No	Yes
Full-pay meals	438	100.0	11.0	28.5	29.7	30.8	71.0		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	832	99.4	32.8	37.5	13.7	16.0	29.7
<b>Gender</b>							
Male	390	99.0	33.0	32.7	15.1	19.3	34.4
Female	442	99.8	32.7	41.7	12.4	13.2	25.6
<b>Racial/Ethnic Group</b>							
White	446	99.8	17.9	37.5	18.9	25.6	44.5
African American	315	99.1	52.7	37.4	6.8	3.2	10.0
Asian/Pacific Islander	21	100.0	30.0	50.0	0.0	20.0	20.0
Hispanic	50	98.0	55.3	31.6	13.2	0.0	13.2
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	731	99.7	27.3	39.3	15.2	18.2	33.4
Disabled	101	97.0	73.6	24.2	2.2	0.0	2.2
<b>Migrant Status</b>							
Migrant	10	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	822	99.4	32.5	37.6	13.8	16.2	30.0
<b>English Proficiency</b>							
Limited English Proficient	58	98.3	47.8	39.1	8.7	4.3	13.0
Non-Limited English Proficient	774	99.5	31.9	37.4	14.0	16.8	30.7
<b>Socio-Economic Status</b>							
Subsidized meals	394	99.0	49.9	37.5	7.6	5.0	12.6
Full-pay meals	438	99.8	19.2	37.5	18.5	24.8	43.3

<b>Social Studies</b>							
All Students	833	99.5	36.6	41.0	12.1	10.4	22.4
<b>Gender</b>							
Male	390	99.2	36.1	37.2	13.3	13.3	26.7
Female	443	99.8	37.0	44.3	10.9	7.8	18.7
<b>Racial/Ethnic Group</b>							
White	446	99.8	22.6	45.1	17.0	15.3	32.3
African American	316	99.4	55.1	35.7	6.0	3.2	9.2
Asian/Pacific Islander	21	100.0	40.0	30.0	10.0	20.0	30.0
Hispanic	50	98.0	55.3	39.5	2.6	2.6	5.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	731	99.7	31.0	43.7	13.6	11.8	25.4
Disabled	102	98.0	77.4	21.5	1.1	0.0	1.1
<b>Migrant Status</b>							
Migrant	10	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	823	99.5	36.4	41.0	12.2	10.5	22.6
<b>English Proficiency</b>							
Limited English Proficient	58	98.3	50.0	43.5	2.2	4.3	6.5
Non-Limited English Proficient	775	99.6	35.7	40.8	12.7	10.8	23.4
<b>Socio-Economic Status</b>							
Subsidized meals	395	99.0	52.8	39.4	5.0	2.9	7.9
Full-pay meals	438	100.0	23.6	42.3	17.8	16.4	34.1

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	280	100.0	28.3	35.7	28.6	7.4	36.1
	7	284	100.0	23.2	47.4	24.3	5.1	29.4
	8	268	100.0	17.4	45.0	30.2	7.4	37.6
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	286	99.7	29.6	38.6	27.3	4.5	31.8
	7	270	100.0	17.6	47.6	28.0	6.8	34.8
	8	277	100.0	20.4	45.5	25.5	8.6	34.1
<b>Mathematics</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	280	100.0	16.4	37.9	24.2	21.6	45.7
	7	284	99.7	19.6	36.5	21.4	22.5	43.9
	8	268	100.0	18.2	46.1	20.9	14.7	35.7
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	286	99.7	18.0	38.6	28.8	14.6	43.4
	7	270	100.0	12.8	32.0	25.2	30.0	55.2
	8	277	100.0	24.7	42.0	19.2	14.1	33.3
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	286	98.3	42.8	33.7	13.3	10.2	23.5
	7	270	100.0	21.6	39.6	16.0	22.8	38.8
	8	276	100.0	33.5	39.4	11.8	15.4	27.2
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	286	98.6	43.6	38.7	10.2	7.5	17.7
	7	270	100.0	25.2	40.4	15.6	18.8	34.4
	8	277	100.0	40.4	43.9	10.6	5.1	15.7

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 831)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	19.9%	15.5%
Retention rate	2.6%	Up from 1.4%	2.5%	3.0%
Attendance rate	96.0%	Down from 96.3%	96.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.8%	Up from 5.1%	3.6%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.5%	Up from 4.5%	3.5%	4.6%
Eligible for gifted and talented	29.7%	Up from 28.1%	21.0%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.9%	Up from 11.9%	12.9%	13.6%
Older than usual for grade	6.3%	Up from 5.7%	3.8%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Down from 0.8%	0.9%	0.8%
Annual dropout rate	0.0%	Down from 0.4%	0.0%	0.0%
<b>Teachers (n= 50)</b>				
Teachers with advanced degrees	54.0%	Up from 51.1%	53.7%	51.8%
Continuing contract teachers	90.0%	Down from 91.5%	80.6%	78.1%
Highly qualified teachers	88.4%	Down from 89.5%	90.3%	89.6%
Teachers with emergency or provisional certificates	12.5%	Up from 9.3%	4.5%	6.0%
Teachers returning from previous year	85.5%	Down from 86.6%	87.8%	85.4%
Teacher attendance rate	94.4%	Up from 93.7%	95.1%	94.9%
Average teacher salary	\$43,499	Up 4.8%	\$42,201	\$41,328
Prof. development days/teacher	7.2 days	Down from 8.4 days	12.0 days	11.5 days
<b>School</b>				
Principal's years at school	1.0	No change	4.0	3.0
Student-teacher ratio in core subjects	26.0 to 1	Up from 19.6 to 1	22.6 to 1	21.3 to 1
Prime instructional time	88.9%	Up from 88.0%	89.6%	89.3%
Dollars spent per pupil*	\$5,384	Up 0.7%	\$5,662	\$6,022
Percent of expenditures for teacher salaries*	59.2%	Down from 63.0%	62.9%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.9%	Up from 88.6%	95.5%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Down from Excellent	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	86.9%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

As the 2004-05 academic year began at Northside Middle School, so too did implementation of "Closing the Achievement Gap." Each school day, teachers announced the "instructional focus" at the beginning of the class. The goal of "Closing of the Achievement Gap" is to have all students score "Basic" or above on the English Language Arts and Math portions of PACT. Throughout the year, students took mini assessments in ELA and math to determine whether or not they had mastered certain standards. If they had not mastered the standards addressed, the students went to tutorials during the academy period for more instruction on those standards.

The implementation of the initiative fit well with the 2004-05 fundamental school goal: "Academic Achievement for All Students." A key element of the goal was to move students who had scored "Basic" or "Proficient" to "Proficient" or "Advanced." To help students improve their scores, students were provided additional exposure to the standards during their related arts classes. Funding for the extra assistance came from a Capsugel/Pfizer Grant.

The grant furnished funding for many other programs as well. An after-school homework center for academic assistance, a mock trial team, a science club, a technology club, an art club, and a chess club were a few such programs. The grant also allowed money to be used for purchasing instruments and technology equipment.

Another organization that provided technology equipment was the PTO. The PTO purchased eighteen computers to furnish a lab for Northside students. Northside students and teachers had been without a general computer lab for months. Both teachers and students enjoyed the availability of the multi-purpose lab.

In many ways, community and parental involvement in 2004-05 made Northside Middle School outstanding. At most fine arts performances, the audiences filled the performance area beyond capacity. The PTO exhibited appreciation for the faculty and staff in a variety of ways and at various times during the year.

The support of teachers, Capsugel/Pfizer, and parents contributed to the continuity of the school in the face of change. In September, the principal of Northside left because of illness. The entire Northside community cooperated to fill the void created by the absence of the principal. The fact that the school continued to run smoothly is a tribute to the former principal, the faculty and staff, the students, and the community.

As a new scholastic year begins, the school administration is committed to building upon the good foundation established by former administrations. The 2005-06 school-wide theme is "Under Construction: Building Minds for Tomorrow." The Northside faculty and staff are dedicated to improving the quality of life for students by preparing them to meet the challenges they will face in the future.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	50	251	111
<b>Percent satisfied with learning environment</b>	92.0%	78.7%	80.2%
<b>Percent satisfied with social and physical environment</b>	90.0%	79.4%	68.2%
<b>Percent satisfied with school-home relations</b>	92.0%	83.7%	62.6%

\*Only students at the highest middle school grade level at this school and their parents were included.